

**USING THE SETT FRAMEWORK**

Presented by:  
Oklahoma  
ABLE Tech



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**WHAT IS ASSISTIVE TECHNOLOGY**

Anything that helps someone do something better, faster, more efficiently that might otherwise be difficult or impossible to do without it.

- Includes devices and services

\* Legal Definition

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**WHAT IS THE SETT FRAMEWORK?**

- The SETT Framework is a four-part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness.



- Joyzabala.com

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### WHY DO WE NEED THE SETT FRAMEWORK?

- The law says we are to be considering the need for AT for EVERY student on an IEP, but it doesn't tell us how to do that.
- It's often difficult to match up a student with technology that will be used successfully to meet educational goals.
- One size doesn't fit all
- The SETT Framework was used, and a higher level of change was experienced.

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### HOW CAN WE USE THE SETT FRAMEWORK?

As a team discuss the  
**Student**  
**Environments and**  
**Tasks**



THEN discuss the features of **Tools** that may be needed to help the student succeed in the classroom and receive a Free and Appropriate Public Education (FAPE)

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### DISCUSS THE STUDENT

- Need to do
- Current abilities
- Unique needs
- Expectations for him/herself
- Future plans



- What is it the student needs to be able to do with the technology?
- Use the least complex intervention that will lower the barrier to achievement

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## STUDENT

<b>Physical:</b> (health, motor abilities, seating, positioning) <b>Sensory:</b> (Vision, hearing, sensitivity to/of touch)	<b>Academic Performance:</b> Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference, learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.
<b>Communication:</b> Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication.	<b>Environmental Control:</b> Ability to control events within the environment; Ability to interact with others to influence actions of others
<b>Cognitive:</b> An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	<b>Social Competence:</b> Adaptive behaviors and social skills, which enable a child or youth to meet environmental demands and to assume responsibility for his own and other's welfare.
<b>Vocational Performance:</b> General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.	
<b>Recreation / Leisure:</b> Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.	

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## DISCUSS THE ENVIRONMENTS

- **Arrangement**
  - Physical – **How it is set up**
  - Instructional – **How it takes place**
  - Moving classrooms – **How the student & tools get places**
- **Supports**
  - For the student - **Adult & peer support available; ratio of teachers to students**
  - For personnel – **In the building, region, state**

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## ENVIRONMENTS

- **Materials and equipment used by other students**
  - Typical materials found in the environment – **START HERE**
  - Can they be used in a different way?
- **Access issues**
  - Physical – **Classroom, Building, etc.**
  - Instructional – **Can the student gain the information in the same way as their peers?**
- **Attitudes and expectations**
  - Make the least dangerous assumption




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**DISCUSS THE TASKS**

- Specific things the student needs to be able to do to make educational progress
- NOT goals – things you do to reach the goals
- Helps the student actively participate
- Focus not on what the student can do right now but on what he/she needs to be able to do

- **Activities**
- **Critical Elements**
- **Modifications/Accommodations**



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**ACTIVITIES**

**Activities have multiple components.**

- Reading
- Writing
- Math
- Organization
- Behavior
- Communication
- Aids to daily living
- Computer access
- Mobility
- Seat, positioning
- Sensory - Vision, hearing

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**CRITICAL ELEMENTS, MODIFICATIONS/ACCOMMODATIONS**

- **Critical Elements** – breaking down an activity
  - The more mature a student is, the more difficult it is to get to the critical components
  - Musical Chairs example
- **Modifications/Accommodations**
  - Modifications – Change an outcome
  - Accommodations – Same outcome as peers
    - \*Try to do this before modifying

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**DISCUSS THE TOOLS**

- Tools may include devices AND services
- Is there something out there that could help the student do the tasks?
  - Describe the tools features – Ex. **must relieve stress on hands while writing, must increase independence, must help accomplish the task in a timely manner, etc.**
  - Brainstorm specific tools that meet the features
  - Match characteristics to the possible tools
  - Select/Recommend tools for trial



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**COMMON QUESTIONS ABOUT TOOLS**

- What features do they have?
- Is more than one tool needed?
- Is training needed?
- Can one tool meet multiple needs?
- What tools have been tried?
- Why did they work or not?
- Are they free or fee?
- What's the process for trialing tools?
- What are the funding options?

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**CASE STUDY – WRITING**

- Describe Student
- Describe Environments
- Describe Tasks
- Describe Tools

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**STUDENT: JOSH**

- Josh is a 13 year old student in 7th grade.
- Medical diagnosis of hypotonia along with an educational diagnosis of orthopedically impaired.
- The hypotonia primarily effects hand functions, making it difficult for Josh to write legibly even for short periods of time.
- IQ of approximately 135.
- Enrolled in accelerated classes, however the staff has discussed a change of placement to a less demanding class because of concerns over written productivity.
- Fatigues easily and is currently producing 50% of the written work that the other students produce.

<http://www.edtechpolicy.org/StudentWork/yesmin/www.glue.umd.edu/~ysahin/E DUC477/SETT%20Framework2.htm>

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**JOSH'S ENVIRONMENTS**

- School has two stories.
- Science on the second floor along with a Computer Lab Class.
- With the exception of the English, Computer and Science labs, most classrooms do not have computers.
- Each Science lab has a computer that students utilize to maintain a data base of information obtained during experiments.
- In English, students have access to two computers per room for word processing.
- Saves much of his work for the evenings and completes assignments on his computer at home.
- Receives occupational therapy at school for 1/2 hour a week in a separate classroom

<http://www.edtechpolicy.org/StudentWork/yesmin/www.glue.umd.edu/~ysahin/E DUC477/SETT%20Framework2.htm>

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**JOSH'S TASKS**

- Science: Write an essay
- English: Read a novel and complete an analytical book report
- Social studies: Involved in a cooperative learning group which is considering the factors that influence the migration of wildebeests on the plains of Africa.
- Works approximately 3 hours each evening on homework and turns in completed work the following morning.
- Receives OT focusing on upper extremity strengthening, fine motor strengthening, and endurance for hand work.
- For therapy he does hand exercises and practices typing on a manual typewriter.

<http://www.edtechpolicy.org/StudentWork/yesmin/www.glue.umd.edu/~ysahin/E DUC477/SETT%20Framework2.htm>

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### JOSH'S TOOL FEATURES/FUNCTIONS

- After observing Josh in multiple environments and interviewing him, his family, and related personnel at the school, it is determined that Josh would benefit from the following tool features/functions:
  - Hand writing support for shorter assignments
  - Word processor for longer assignments
    - Has a keyboard to relieve hand stress from writing
    - Include rate enhancement techniques like word prediction
    - Ideally include ability to brainstorm and outline digitally
    - Has adequate file storage for multiple documents
    - Has internet access for researching topics
  - Submission options for assignments
    - Maybe via email, web, or print
  - Preferably portable to take to all classes and home

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### JOSH'S TOOL SUGGESTIONS

- Writing bird
- Modified pencil/grip
- Word Processor on desktop with or without writing software
- Portable Word Processor
  - Fusion
  - Netbook
  - Laptop
- Tablet

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### MATCH FEATURES/FUNCTIONS WITH TOOLS

- Word Processor on desktop with or without writing software
  - Would not include rate enhancement techniques like word prediction unless an additional software were downloaded/installed
  - Is not portable - would require a flash drive or alternative for transferring documents
- Portable Word Processors
  - Fusion
    - More limited file storage
    - No internet - Cannot use to research
    - More limited for submitting assignments
  - Netbook
    - Would not include rate enhancement techniques like word prediction unless an additional software were downloaded/installed
  - Laptop
    - Would not include rate enhancement techniques like word prediction unless an additional software were downloaded/installed
- Tablet
  - Would need an external keyboard
  - Would need apps for document/file creation and organization

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### COMPLETE TRIALS

- Josh would benefit greatly from completing **trials of devices** to see which one(s) best meet his needs for completing tasks his many different environments.
- He can **borrow items** from his school or district if the items are available. He can go through a vendor, or he can contact a loan program like Oklahoma ABL Tech.
- During the trial, **data should be collected** on how the technology is or isn't helping Josh accomplish his educational goals.
- Also, the team should be thinking about **how the items will be funded** so that as soon as the trials are complete and decisions are made about which technology will work, actions can be started for obtaining the equipment.

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### RESETT

- Over time things change with the Student, Environment, and Tasks which lead to changes in Tools.
- May be new people involved
- New questions/ideas may have come up
- ReSETting is NOT starting over.

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### CONTACT US

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